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ABSTRACT

A study of community college funding in Maryland found that the Community College of Baltimore (CCB) faces unique educational circumstances warranting additional state aid. These circumstances largely result from the special needs of Baltimore City, which has a disproportionate concentration of the state's poor and dependent citizens, the greatest noneducational demands on its limited resources, the highest real property tax in the state, the least ability to increase local revenues, a historic lack of adequate resources for elementary and secondary education, an intense need for remedial training, and a growing demand for educational services. Low family incomes, high unemployment, and low student attendance and promotion rates in Baltimore have special consequences for CCB. Compared to similar colleges, CCB has: (1) the highest proportion of remedial students; (2) massive requirements for student financial aid administration; and (3) the lowest level of funding for current operations. Many challenges faced by CCB can be accounted for by the heavy population density of Baltimore. The State Board for Community Colleges therefore recommends that the state provide an additional $150 per full-time equivalent student to the CCB and any community college in an area with a population density of more than 8,000 per square mile. Data tables contrasting Baltimore with other political subdivisions in Maryland and comparing CCB with other Maryland community colleges are included. (HB)

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ED235858

FUNDING TO MEET THE NEED

FOR COMMUNITY COLLEGE EDUCATION

IN BALTIMORE CITY

Dr. James D. Tschechtelin
Executive Director

Approved by
Maryland State Board for Community Colleges
The Jeffrey Building • Annapolis, Maryland 21401

November 1983

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FUNDING TO MEET THE NEED
FOR COMMUNITY COLLEGE EDUCATION
IN BALTIMORE CITY

EXECUTIVE SUMMARY

This study is the culmination of the study of community college funding that was begun in 1980 by the Scanlan Task Force to Study State-Local Fiscal Relationships. Based on data about the City of Baltimore, this study finds that the Community College of Baltimore faces unique educational circumstances by virtue of its urban location and diverse student population. In fact, the circumstances of the College are so special as to warrant additional State aid. These circumstances are in large measure a result of the special needs of Baltimore City, which has:

- A disproportionate concentation of the State's poor and dependent citizens;
- The greatest non-educational demands on its limited resources;
- The highest real property tax rate in the State;
- The least ability to increase local revenues as federal aid to cities for services diminishes;
- An historic lack of adequate resources for elementary and secondary education;
- An intense need for remedial training to help make productive workers of its citizenry; and
- A strong and growing demand for all kinds of educational service from the people of Baltimore.

Compared to political subdivisions that support similar colleges, the City of Baltimore (1) has the lowest median family income and the highest proportion of families below the poverty level; (2) has the highest rate of unemployment; and (3) has the lowest student attendance rate, the lowest student promotion rate, and the highest proportion of adults who have not completed high school.

The unique conditions in the City of Baltimore lead to special consequences for the Community College of Baltimore. Compared to similar colleges, the Community College of Baltimore (1) has the highest proportion of remedial students, necessitating substantial direct costs for testing, tutoring, and laboratories; (2) has massive requirements for administration of the student financial aid program; and (3) has the lowest level of funding for current operations.

Special State aid would permit the College to fulfill its mission in Baltimore City. Such funding would be justified because:

- There is a strong and growing demand for community college education in the City of Baltimore.
- Local effort has been clearly demonstrated but funding capability is limited. Any substantial increase in local taxation to fund postsecondary education would have a negative impact on the City's efforts to attract business and taxpaying residents.
- The State of Maryland has the responsibility for maintaining access to community colleges for all who wish to attend and who can profit from attendance.
- The investment in human capital ultimately would support the economic development, not only of the City of Baltimore, but also the entire State of Maryland.
- The State has previously modified the community college funding formula to acknowledge the special situations of rural and mid-sized community colleges, and the special needs associated with serving part-time students. The special needs of urban populations have yet to be addressed.

Much of the financial strain faced by the City of Baltimore and many of the educational challenges faced by the Community College of Baltimore can be accounted for by the population density of the City. The City has a population density of 9,915 people per square mile, more than 23 times the statewide average. The provision of additional State aid based on population density is similar to State support for any local school district having high population density.

The State Board for Community Colleges, therefore, recommends that the State of Maryland provide an additional amount equal to $150 per full-time equivalent student to any community college in a political subdivision that has a population density over 8,000 per square miles as determined by the Department of Health and Mental Hygiene. Political subdivisions receiving such additional aid must contribute an amount at least equal to that of the previous fiscal year.

FUNDING TO MEET THE NEED
FOR COMMUNITY COLLEGE EDUCATION
IN BALTIMORE CITY

PURPOSE AND SCOPE OF THE STUDY

The Community College of Baltimore, originally known as the Baltimore Junior College, was founded by the Baltimore City School system in 1946. The College began primarily as a late afternoon and evening operation in a high school on February 3, 1947. In 1959, the College moved to its own campus on Liberty Heights Avenue. By 1965, the original structures had been completely removed, the campus redesigned, and buildings constructed. The College was accredited by the Middle States Association of Colleges and Secondary Schools in 1963. The Baltimore City Board of Education voluntarily relinquished the governance of the College to a separate board of trustees in December 1968. In 1976, the College opened the two buildings that constitute the Harbor Campus.

"The Community College of Baltimore, the only municipal institution of higher education in Baltimore City, provides a comprehensive program of liberal and career education and community services designed to address the needs and aspirations of a dynamic multi-racial and multi-ethnic urban community. Serving the City at two campuses and more than fifteen off-campus sites, the College provides opportunities for all persons to pursue their educational goals and to participate in a wide variety of cultural activities. As a result, the College contributes significantly not only to developing a skilled and stable work force which the City needs in order to attract and hold business and industry, but also to securing and maintaining a high quality of urban life." (Community College of Baltimore Catalog 1980-1982.)

In January 1982, the State Board for Community Colleges reviewed and submitted to the Governor a report entitled Study of Remedial/Developmental Education in Maryland Community Colleges. The Study was done at the request of the Scanlan Task Force to Study State-Local Fiscal Relationships; the Task Force asked the State Board for Community Colleges to prepare alternative approaches to community college funding that take into account remedial education. The resulting SBCC study found that:

> In absolute terms, the largest number of enrollments in remedial courses are at the Community College of Baltimore. This is true whether one reviews credit or noncredit, headcount or full-time equivalent (FTE) students. Consistently, the percentage of student population enrolled in remedial courses is also highest at the Community College of Baltimore.

The SBCC Study of January 1982 proposed two alternative funding approaches, neither of which was funded. However, the following mandate was also provided by the Study:

In addition to the alternatives provided, the State Board for Community Colleges will carefully examine the unique educational problems faced by the Community College of Baltimore because of its urban location and diverse student population. The study should be conducted during 1982.

More recently, the Greater Baltimore Committee published The Case for Rational Equity: An Approach to State-Local Fiscal Relationships. In its report, the Committee recommended a fresh look at State aid to subdivisions and suggested a series of comprehensive grants complemented by "mechanisms for targeting additional aid to meet distinct needs requiring special attention as a matter of State policy."

The present study first describes conditions in the City of Baltimore that are related to education. Then the consequences for the Community College of Baltimore are described. Finally, a recommendation is made that would assist the Community College of Baltimore in meeting its educational mission.

CONDITIONS

This section presents data about the City of Baltimore that have a bearing upon the need for and the financing of community college education. The Community College of Baltimore faces unique educational circumstances by virtue of its urban location and diverse student population. These circumstances are in large measure a result of the special needs of the City.

Information is presented describing the unique plight of the City in relation to all political subdivisions in the State. Then the College is compared to peer colleges in the Maryland community college system. The determination of peer colleges is based upon size; the peer colleges are Anne Arundel Community College, Catonsville Community College, Essex Community College, Montgomery Community College, and Prince George's Community College. It is recognized that there are demographic differences among the political subdivisions supporting these six colleges.

Unique local conditions, personal income, unemployment, educational attainment, and equal educational opportunity are presented. The combined effect of these factors on the ability of the City to fund services is also discussed.

Unique Local Conditions

The City of Baltimore is different from any of the 23 counties of the State. It has special needs and costs not faced by other jurisdictions.

The City has a disproportionate concentration of the poor and dependent citizens of the State. These population characteristics include:

- Thirty-nine percent of those persons in Maryland aged 65 and over;
- Fifty-five percent of the State's families headed by a female;
- Thirty-one percent of the State's unemployed (9.5 percent unemployment rate);
- Fifty-seven percent of the State's black unemployed (15 percent black unemployment rate);
- Forty-four percent of the State's persons living below poverty level;
- Sixty-six percent of the State's black poor;
- Fifty percent of the unemployed black youth of the State;
- Forty-four percent of the State's families living below the poverty level;
- Twenty-six percent of the persons in the State who receive Social Security; and

- Fifty percent of the persons in the State who receive public assistance.

The City has the largest number of non-educational demands on its limited resources. These include:

- Older municipal facilities that are more often in need of repair and maintenance;
- Staggering fire protection needs because of the age of its buildings and the density of its population;
- High demand for maintenance to roads, bridges, sewers, and water lines;
- Overwhelming demand for public housing; and
- A lack of private health care in the inner city which requires City support for the health needs of the poor, elderly, infants, and alcohol and drug abusers.

These social and financial burdens are worsened by the poverty and social problems that are the result in part of urban density and congestion. The city has a population density of 9,915 people per square mile, more than 23 times the statewide average and over seven times more than the next ranked county (Table 1).

The City has the least ability to increase local revenues as federal aid for services, including education, diminishes. Not only does the City rank lowest in terms of assessable wealth per capita and per capita yield on a penny of the tax rate, but it also assesses the highest property tax rate in the State (Table 2).

As is the case with many large cities in the Northeast, Baltimore has lost some of its manufacturing base. A substantial effort has been made to promote the economic development of the City, and important progress has been accomplished with projects, such as the Harborplace. However, the City still is caught in a circular problem whereby the greatest need for services is concentrated in the subdivision with the least ability to pay for them. Personal income is low and unemployment is high. Table 3 shows that the City must dedicate a higher proportion of its expenditures to public welfare and health, highways, and public safety than any of the counties supporting peer colleges. As a result, Baltimore City can only direct 20 percent of its expenditures to education, while the State average is 38 percent.

The amount of fiscal strain on the City of Baltimore can be measured by using a ratio of per capita expenditures to per capita wealth. Table 4 shows that Baltimore experiences more fiscal strain than any large city in the United States except New York.

Personal Income

Personal income can be described in a variety of ways, but the City ranks near the bottom with nearly every measure. Median family income reported in the

City for the 1980 census was $15,721, which is only 68 percent of the $23,114 reported for Maryland (Table 5). Among political subdivisions supporting peer colleges, the next lowest median family income was reported in Baltimore County, at $24,414, 55 percent higher than that for the City. Median family income is highest in Montgomery County, $33,711. Another way to look at personal income is through the percentage of families below the poverty level. The City has 18.9 percent of families below the poverty level. The comparable figure for Maryland is 7.5 percent, and the next highest percentage among counties supporting peer colleges is 5 percent below the poverty level in Anne Arundel County. Montgomery County has the lowest proportion of families below the poverty level, 3 percent.

Personal income in a subdivision is critical because of its effect upon the tax base and the resultant ability of the subdivision to pay for services to citizens. Low personal income has further implications for the tuition that can be charged at a community college and the size of the financial aid program that must be mounted to respond to the educational needs of citizens.

Unemployment

In April, 1983, the City had 36,558 unemployed persons for an unemployment rate of 9.5 percent (Table 6). The unemployment rate for the State in the same month was 7.2 percent. Among counties supporting peer colleges, the next highest unemployment rate was 8.5 percent in Baltimore County. Montgomery County had the lowest unemployment rate, 3.3 percent.

Unemployment is an important variable because it reflects the degree to which persons have moved from the rolls of taxpayers to social services. With the work force in the United States changing from a manufacturing to a service orientation, unemployment brings new requirements for educational institutions to develop not only occupational training programs but also special services and courses to help persons assess their attitudes and abilities for career changes.

Educational Attainment

Historically, education has been considered one of society's greatest resources. An educated citizenry is better prepared for work, can participate more effectively in the government, and will be more likely to enjoy personal happiness. What percentage of young persons attend secondary schools in the City? Baltimore City has 80 percent attendance, compared to 89 percent statewide (Table 7). Among counties supporting peer colleges, the next lowest attendance is 89 percent in Prince George's County. Another statistic that reflects educational attainment is the percentage of secondary students promoted. Eighty percent of the secondary students were promoted in the Baltimore City schools versus 92 percent statewide (Table 7). Ninety-seven percent were promoted in Montgomery County and 90 percent were promoted in Prince George's County.

With a low student attendance rate and a low rate of student promotion, the resulting percentage of adults in the City with less than a high school diploma is 52 percent (Table 7). The comparable figure for the State is 33 percent, and among counties supporting peer colleges, the nearest percentage is Baltimore County, where 32 percent of the adults have less than a high school diploma.

Educational attainment is relevant to community college education because community colleges are charged with the role of meeting students where they are in their academic preparation. The best and the brightest must be afforded stimulation and challenge as well as those who may need remedial and/or developmental work. If a subdivision has relatively low educational attainment, the community college will need to adapt its program of study, its faculty, and its learning resources to the needs of those students. Often, there are additional fixed costs involved in meeting the needs of remedial students.

Equal Educational Opportunity

Demand. At the same time that the City is economically distressed, it is undergoing an economic and cultural renaissance and the tax base is expanding. Although this economic upswing points to a brighter future, the work of the College is complicated. While continuing to deal with the effects of many years of urban neglect, the College must prepare its students for employment and living opportunities in the new Baltimore. New and more costly high technology programs are urgently needed to make the Community College of Baltimore graduates, as well as Baltimore and the State of Maryland, more competitive in the marketplace.

A strong and growing demand by the people of Baltimore for all kinds of educational services has been seen. Between 1979 and 1983, the College has experienced a 14 percent growth in enrollment, which includes a 7 percent growth in credit full-time equivalent (FTE) and a 246 percent growth in equated credit FTE. In FY 1983, the College exceeded its early FTE enrollment projection of 6,100 FTE and achieved 6,401 FTE.

Access. Providing access to higher education for the disadvantaged and other nontraditional students is fundamental to the mission of community colleges. The College has opened its doors to the many different segments of the population who have historically been bypassed by higher education: the minority groups of Baltimore, whose family and peer expectations limit their educational aspirations; women, who have delayed continuing their post-high school education; working people who want to upgrade their jobs; people beyond the traditional college age; people with severe economic hardship; the physically handicapped; the individuals whose tested academic potential would have prohibited enrollment in institutions of higher education in the past.

Benefit to the State. The investment of State dollars for special funding to meet the need for community college education in the City of Baltimore is an investment in human capital that will ultimately return to support the economic development, not only of the City but of the entire State of Maryland. The City is the economic and cultural center of the State. It is a major source of labor for the entire Baltimore metropolitan region. Not only will this special State aid for education result in a more highly trained and more productive work force that is needed by business and industry, but this effort will also help the City to support itself and thus ease the financial burden on the rest of the State. Only the educated will be able to get and keep jobs, reducing the social service rolls of the State. The benefits to the State of Maryland in general are clear: better informed citizens; a more self-sufficient City population; a City labor force better equipped to contribute to economic progress.

CONSEQUENCES

Having outlined conditions in Baltimore City regarding unique local conditions, personal income, unemployment, and secondary school educational attainment, what are the resulting effects on community college education? The effects lie in four areas: remedial enrollment, student financial aid, operating costs, and local support.

Remedial Enrollment

Historically, community colleges have attempted to assist students at their level of ability. Such a philosophy means that community colleges will present a curriculum not only for the brightest, but also for those who are not prepared for traditional college work. A lack of preparation can be the result of many factors, including socio-economic reasons, physical handicaps, or the passage of time since previous formal education. In any event, remedial programs are important, positive functions of the community college.

Remedial needs are particularly intense in urban community colleges. Economic status has a considerable corrrelation with scholastic aptitude, as seen in Figure 1. The impact of the problem on educational attainment has been documented in the previous section. Furthermore, the College is charged with the role of serving the students who receive their elementary and secondary education in one of the most historically underfunded school districts in the State. Over 90 percent of the College's students are City residents, the great majority of whom are graduates of Baltimore City public schools. Most persons who enter the College after passing high school equivalency examinations have at one time been students in the City public schools. Consequently, the lack of resources available for elementary and secondary education in the City, compounded by the higher educational needs of the poor and disadvantaged, result in intensified need for remedial education among Community College of Baltimore students.

The Community College of Baltimore enrolls the highest proportion of students in remedial English and mathematics in the State (Table 8). While the College enrolls only 11 percent of the credit FTE enrollment, it enrolls 38 percent of the FTE in remedial English and 26 percent of the remedial mathematics in Maryland community colleges. On a cost per FTE basis, remedial education costs approximately the same as for instruction in nonremedial courses in the same discipline. However, remedial education involves additional direct costs for testing, tutoring, and laboratories that are not reflected in a unit cost analysis. Table 9 illustrates these high additional direct costs.

The College has the lowest cost per full-time equivalent student of all Maryland community colleges in remedial mathematics and has lower costs than all but one in remedial reading and writing. This is because it has the least amount of money available for these purposes. The College has the greatest demonstrated need to conduct remedial education and the least ability to pay for it. In fact, the College is forced to choose the least costly model for remedial education. Effective remedial education requires individual attention from committed teachers; active involvement and participation by the individual student for substantial

and frequent periods of time; a remedial laboratory, support services, such as counselors, who function as curriculum consultants and advisors, peer tutors, counselors, and advisors who have received special training. Successful programs are associated with a department or division of remedial studies to handle registration and orientation for underprepared students. There is ongoing staff development and curriculum review to integrate instructional methods and course objectives. Remedial programs are evaluated and the results used for improvement and exchange with other remedial programs.

At the College a serious attempt is made to bring together these components into a strong remedial program. With regard to remedial education, the evaluation team report from the 1980 Middle States accreditation notes that the College must "get beyond fragmentation and to a point where there is a philosophically useful program, a system of accountability, authority, and evaluation that encompasses the full program." Nonetheless, with scarcity of resources, remedial education at the College continues to rely heavily on traditional classroom instruction as the substance of its program. While classroom instruction will always be central to remedial education, it is not effective alone. A 1979 study of remedial education in Louisiana found that programs with high retention rates had three common characteristics: only full-time faculty taught remedial courses, tutors were used to assist remedial students, and each program had a high expenditure per student.

The Community College of Baltimore recognizes that the effectiveness of remedial education should be improved, and the College is prepared to implement greater breadth and scope to its remedial programs, but it cannot do so without adequate State funding.

St dent Financial Aid

The College has the most economically disadvantaged student body in the State and the largest financial aid program. Forty-eight percent of the College's dependent students come from families earning less than $6,000 per year; over 60 percent of all students come from families with income under $7,500 (Table 10).

A goal for Maryland community colleges is to provide access to all residents who can benefit. Student financial assistance is critical to the achievement of this goal, particularly since the majority of students attending the College cannot afford to pay the full cost of attending. The personal income distribution for full-time dependent undergraduate students is the lowest of all higher education institutions in the State of Maryland. Table 11 shows that 58 percent of the students at the Community College of Baltimore receive Basic Education Opportunity (Pell) Grants, the highest proportion in Maryland. This illustrates the need and dependency that both the student and the College have on federal student financial aid programs.

To administer the financial aid programs at the College, higher than normal fixed costs are incurred. The College has a large percentage of first generation students from economically deprived backgrounds. Because of this factor, many students and parents experience difficulty in completing the application process on the first attempt.

The difficulties students have completing the application and rigid edit checks placed on the system by the federal government require a tremendous amount of student contact with the financial aid staff. During a normal processing year, approximately 40 percent of the students have problems with their applications.

Whereas the national average of students selected for validation at an institution ranges from one to 10 percent, at least 30 percent of the College's students will be selected for validation by the federal government. This requires follow-up by staff and the submission of additional documentation by the student and the family. These additional costs are estimated at $500,000 per fiscal year to provide adequate staff at both the financial aid and business offices to handle the large volume of financial aid activity. The College processes in excess of 9,000 financial aid awards within an academic year. The student financial support at the College during FY 1982 encompassed grants, loans, scholarships, and student employment funding that totaled $5,969,897. The federal government provides 96 percent of the funding for student financial aid awards.

Federal support in FY 1982 included the following:

Pell Grants - $3,334,838
Supplemental Education and Opportunity Grants - $729,208
College Work Study - $715,702
National Direct Student Loans - $204,309
Guaranteed Student Loan Program - $770,476

Operating Costs

Table 12 shows that the actual operating cost per full-time equivalent student at the College for FY 1982 was $2,134. The systemwide cost per FTE was $2,452 and the weighted cost per FTE for peer institutions was $2,497. The FY 1982 difference in cost per FTE between Baltimore and peer institutions was $363. If the College had been funded at the same level as its peer institutions, the College would have received approximately $2 million more in FY 1982 ($363 multiplied by 6,100 FTE enrollment at the College). This represents a material shortfall in funding at the College for FY 1982 as compared to peer institutions and was computed after including the $1.2 million deficiency appropriation for FY 1982.

It should be noted that historically the City of Baltimore has authorized supplemental or deficiency appropriations at the College in the following amounts:

FY 1979	-	$ 647,455
FY 1980	-	743,916
FY 1981	-	1,215,812
FY 1982	-	1,211,965

The costs per FTE cited in the above paragraph include the deficiency appropriations.

Local Support

The local financial conditions described in the previous section have a direct bearing on the funding of the Community College of Baltimore. Table 13 illustrates a 2 percent average annual rate of growth in local support for the period FY 1979-1982. During this same period, systemwide local support increased 11 percent with the peer institutions experiencing growth ranging from 9 percent to 17 percent.

The City has been unable to keep pace with other subdivisions in increasing its rate of contributions to the local community college because of the special urban circumstances that have been described in the previous section. In short, "municipal overburden" results in the simple unavailability of resources. Nonetheless, the City has maintained its legally mandated contribution of 28 percent of the total College budget.

CONCLUSIONS AND RECOMMENDATION

The City of Baltimore, in spite of extensive efforts at economic development, faces serious problems similar to other large cities in the Northeast. Personal income is low, unemployment is high, and the secondary school educational attainment of the citizens is the lowest of the political subdivisions in Maryland. The property tax rate is higher in Baltimore City than in any other Maryland subdivision. Placed in this setting, the Community College of Baltimore encounters a high proportion of remedial students, an extensive student financial aid program, and chronic underfunding.

Because of the special socio-economic circumstances of the City of Baltimore, the College has a clear need for special State funding. The College's need is urgent and, because of its urban location and diverse student population, the need is unique within the State's community college system.

The present study represents the completion of an effort that began in 1980 with the study of community college funding by the Scanlan Task Force to Study State-Local Fiscal Relationships. As a result of the Task Force's recommendations, a flat grant concept and a grant per part-time credit student were enacted into law. Combined with an earlier provision of a separate formula for small and regional community colleges, these changes have introduced into the community college funding formula a special consideration for the rural subdivisions that have smaller populations and are less affluent. What has not been recognized are the special needs of the urban population with the same factors of educational and economic disadvantage as those existing in the State's largely rural areas.

Much of the financial stress faced by the City of Baltimore and many of the educational challenges faced by the Community College of Baltimore can be accounted for by the population density of the City. The City has a population density of 9,915 people per square mile, more than 23 times the statewide average. The provision of additional State aid based on population density is similar to State support for any local school district having high population density.

Recommendation

The State Board for Community Colleges, therefore, recommends that the State of Maryland provide an additional amount equal to $150 per full-time equivalent student to any community college in a political subdivision that has a population density over 8,000 per square miles as determined by the Department of Health and Mental Hygiene. Political subdivisions receiving such additional aid must contribute an amount at least equal to that of the previous fiscal year.

Table 1

POPULATION DENSITY, APRIL 1980
(RANKED BY DENSITY)

Political Subdivision	Land Area in Square Miles	Projected Population for July 1, 1980	Population Density (People/Square Miles)
Maryland	9,874	4,186,861	424
Baltimore City	79	783,320	9,915
Prince George's	485	657,707	1,356
Montgomery	493	571,996	1,160
Baltimore County	608	651,105	1,071
Anne Arundel	417	368,997	885
Howard	250	118,443	474
Harford	448	145,592	325
Washington	462	112,764	244
Carroll	453	96,056	212
Allegany	426	80,413	189
Wicomico	380	64,979	171
Cecil	352	60,113	171
Frederick	664	111,687	168
St. Mary's	367	59,799	163
Charles	458	72,343	158
Calvert	219	34,308	157
Talbot	279	25,496	91
Caroline	320	23,148	72
Queen Anne's	373	25,520	68
Worcester	483	30,303	63
Kent	284	16,680	59
Somerset	332	19,041	57
Dorchester	580	30,549	53
Garrett	662	26,502	40

SOURCES: Land area compiled by the Geography Division, Bureau of Census, U.S. Department of Commerce, as reported in the Maryland Manual, 1977-78.
U.S. Bureau of Census, 1980 Census of Population and Housing.

Table 2

PROPERTY TAX RATES
1981/1982

Political Subdivision	Tax Rate
State Tax Rate	$ .21
Baltimore City	5.97
Allegany *	2.21
Anne Arundel *	2.46
Annapolis +	4.03
Baltimore County	2.98
Calvert	1.96
Caroline	2.16
Carroll	2.12
Cecil	2.40
Charles *	2.17
Indian Head +	2.94
La Plata +	2.69
Dorchester	2.24
Frederick	2.28
Garrett	3.22
Harford	2.55
Aberdeen +	3.25
Bel Air +	3.05
Havre de Grace +	3.46
Howard *	2.45
Kent	2.00
Montgomery *	2.27
Prince George's *	2.60
Queen Anne's	1.94
St. Mary's *	1.99
Somerset	.80
Talbot	1.42
Washington *	2.07
Wicomico	1.78
Worcester	1.59

* These counties contain additional special taxing districts.

\+ County plus municipal tax rate. Different county rate for property within limits of incorporated towns.

SOURCE: State of Maryland Thirty-eighth Report of the State Department of Assessment and Taxation, made to the Governor and the General Assembly of Maryland, January 1982, p. 24.

Table 3

DISTRIBUTION OF LOCAL POLITICAL SUBDIVISION EXPENDITURES
FISCAL YEAR 1979

Political Subdivision	Total in Dollars per Capita	Percentage Distribution				
		Education	Public Welfare and Health	Highways	Public Safety	Other
Maryland	$ 1,123	38.6	11.1	8.7	8.6	32.9
Allegany	859	48.3	9.1	4.4	5.4	32.7
Anne Arundel	837	46.3	6.9	6.3	10.7	29.9
Baltimore City	1,860	20.4	18.0	17.3	11.5	32.7
Baltimore County	787	51.0	5.4	2.5	9.4	31.7
Calvert	1,038	46.1	11.5	9.2	8.6	24.5
Caroline	797	52.8	12.8	9.8	3.4	21.2
Carroll	691	51.5	7.3	12.2	3.2	25.8
Cecil	697	59.7	9.9	9.6	4.0	16.9
Charles	902	67.2	8.3	2.9	4.6	17.0
Dorchester	870	47.5	10.9	13.7	4.8	23.1
Frederick	1,032	45.2	6.3	12.2	3.4	32.9
Garrett	897	53.8	8.6	22.0	2.5	13.1
Harford	805	55.5	7.5	6.1	5.0	25.8
Howard	925	56.0	4.2	4.4	8.7	26.6
Kent	766	54.3	10.3	7.4	3.5	24.5
Montgomery	1,158	45.8	5.6	2.9	6.7	39.1
Prince George's	953	47.2	14.6	2.8	8.8	26.6
Queen Anne's	851	54.7	8.4	9.8	3.0	24.0
St. Mary's	731	60.8	11.7	8.8	3.2	15.5
Somerset	818	48.3	10.3	14.9	3.4	23.1
Talbot	1,073	36.9	5.5	5.7	4.2	47.7
Washington	781	52.7	5.4	8.9	6.5	26.5
Wicomico	810	48.2	12.9	8.7	5.9	24.2
Worcester	1,406	37.3	4.5	10.0	8.2	40.0

SOURCE: Local Government Finances in Maryland, 1978/79 Fiscal Year, Table 3, Department of Fiscal Services.
Bureau of the Census unpublished figures obtained from the Maryland Department of Health and Mental Hygiene (Federal-State Cooperative Program), July 1980.

Table 4

FISCAL STRAIN OF CITIES
RANKED FROM HIGH TO LOW

City	Ranking
New York	1st
Baltimore	2nd
Malden, MA	3rd
Boston	4th
Cleveland	5th
Philadelphia	6th
Detroit	12th
San Antonio	22nd
Pittsburgh	28th
Chicago	31st
Milwaukee	34th
San Diego	43rd
Houston	55th
Dallas	59th
Gary, IN	62nd

NOTE: Fiscal strain based on ratio of a city's per capita expenditures to a city's wealth.

SOURCE: The Evening Sun, October 21, 1983.

Table 5

PERSONAL INCOME

Political Subdivision	Median Family Income, 1979	Percentage of Families Below Poverty Line, 1979
Maryland	$ 23,114	7.5%
Allegany	16,927	9.0
Anne Arundel	24,771	5.0
Baltimore City	15,721	18.9
Baltimore County	24,414	4.1
Calvert	23,831	7.7
Caroline	17,105	10.1
Carroll	23,340	4.0
Cecil	20,144	6.9
Charles	25,747	6.2
Dorchester	16,699	10.7
Frederick	22,639	4.9
Garrett	14,959	12.7
Harford	23,565	6.2
Howard	30,328	2.9
Kent	16,347	10.2
Montgomery	33,711	3.0
Prince George's	25,525	4.9
Queen Anne's	19,600	7.4
St. Mary's	20,573	8.3
Somerset	14,602	11.0
Talbot	19,733	7.1
Washington	19,346	8.0
Wicomico	18,446	9.0
Worcester	16,620	9.7

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population and Housing, Advance Estimates of Social Economic and Housing Characteristics, Maryland, PHC 80-S2-22, Issued Feb. 1983; Census of Population and Housing, 1980, United States, Summary Tape File 3C.

Table 6

UNEMPLOYMENT, APRIL 1983

Political Subdivision	Unemployment	Unemployment Rate
Maryland	152,250	7.2%
Allegany	4,452	12.9
Anne Arundel	10,541	6.1
Baltimore City	36,558	9.5
Baltimore County	26,686	8.5
Calvert	1,483	13.5
Caroline	969	12.4
Carroll	3,476	7.6
Cecil	3,030	10.1
Charles	1,961	4.6
Dorchester	1,970	13.1
Frederick	3,604	8.0
Garrett	2,446	20.0
Harford	5,594	8.0
Howard	2,340	4.3
Kent	733	9.3
Montgomery	10,921	3.3
Prince George's	18,731	4.8
Queen Anne's	954	10.1
St. Mary's	1,348	7.6
Somerset	1,735	22.8
Talbot	654	4.4
Washington	7,494	14.0
Wicomico	2,777	9.7
Worcester	1,784	11.3

SOURCE: U. S. Department of Labor, Bureau of Labor Statistics, April 1983.

Table 7

EDUCATIONAL ATTAINMENT

Political Subdivision	Percentage of Persons 25 and over with less than High School Diploma	Secondary Percentage Attendance	Secondary Percentage Promoted
Maryland	33%	89%	92%
Allegany	41	93	99
Anne Arundel	30	91	93
Baltimore City	52	81	80
Baltimore County	32	91	95
Calvert	35	90	92
Caroline	53	93	97
Carroll	38	91	98
Cecil	42	90	96
Charles	31	90	94
Dorchester	55	92	96
Frederick	47	90	96
Garrett	46	93	97
Harford	31	92	95
Howard	17	92	97
Kent	46	92	97
Montgomery	13	91	97
Prince George's	23	89	90
Queen Anne's	44	91	95
St. Mary's	33	91	92
Somerset	55	91	95
Talbot	40	92	91
Washington	40	93	95
Wicomico	44	93	95
Worcester	47	94	96

NOTE: Policy about promotions varies in different subdivisions.

SOURCE: Tables 20 and 25, 114th Annual Report, Maryland State Department of Education, June 1980.
Report 2A: Employment & Training Indicators, 1980 Census, U. S. Department of Labor.

Table 8

CREDIT FULL-TIME EQUIVALENT ENROLLMENT
AND CREDIT FULL-TIME EQUIVALENT REMEDIAL ENROLLMENT
FISCAL YEAR 1982

College	Total Credit FTE Enrollment	Remedial English		Remedial Mathematics	
		Credit FTE	Percent of College's Total Credit FTE	Credit FTE	Percent of College's Total Credit FTE
Systemwide	51,960	1,615.03	3.1%	1,149.18	2.2%
Allegany	1,425	58.84	4.1	36.80	2.6
Anne Arundel	4,318	68.90	1.6	-	-
Baltimore	5,820	605.73	10.4	296.38	5.1
Catonsville	5,700	50.53	.9	112.23	2.0
Cecil	624	13.90	2.2	24.20	3.9
Charles	2,594	-	-	-	-
Chesapeake	832	19.43	2.3	5.13	.6
Dundalk	946	56.87	6.0	42.40	4.5
Essex	4,744	187.67	4.0	130.10	2.7
Frederick	1,439	13.40	.9	31.66	2.2
Garrett	373	8.50	2.3	2.00	.5
Hagerstown	1,300	22.80	1.8	54.35	4.2
Harford	2,267	29.90	1.3	77.50	3.4
Howard	1,639	40.60	2.5	45.53	2.8
Montgomery	9,595	170.76	1.8	43.40	.5
Prince George's	8,025	267.20	3.3	247.50	3.1
Wor-Wic Tech	319	-	-	-	-

SOURCE: Discipline Cost Analysis

Table 9

TOTAL DIRECT COSTS OF REMEDIAL SUPPORT SERVICES
AND OTHER ACTIVITIES OTHER THAN FORMAL COURSES
FISCAL YEAR 1980

College	Testing and/or Tutoring	Reading Labs	Mathematics Labs	Special Counseling, Study Skills, Developmental Support	All Other	Total
Systemwide	$321,694	$154,675	$200,559	$239,860	$237,700	$1,154,488
Allegany	47,450	13,110	-	11,170	-	71,730
Anne Arundel	-	7,434	8,559	-	10,491	26,484
Baltimore	54,429	58,529	59,103	-	6,566	178,627
Catonsville	14,037	-	-	58,964	-	73,001
Cecil	3,920	-	-	-	-	3,920
Charles	-	-	-	-	-	-
Chesapeake	525	17,472	2,100	-	-	20,097
Dundalk	9,038	-	15,377	31,271	16,028	71,714
Essex	118,430	-	57,360	19,730	4,570	200,090
Frederick	-	-	-	-	-	-
Garrett	10,685	-	-	-	-	10,685
Hagerstown	4,500	-	-	12,000	10,500	27,000
Harford	-	-	-	-	-	-
Howard	15,874	36,558	10,725	18,302	45,729	127,188
Montgomery	26,600	-	47,335	18,403	79,986	172,324
Prince George's	16,206	21,572*	-	70,020	63,830	171,628
Wor-Wic Tech	-	-	-	-	-	-

* Includes reading and mathematics laboratories.

SOURCE: Study of Remedial/Developmental Education in Maryland Community Colleges, Fiscal Year 1980, Maryland State Board for Community Colleges, January 1982.

Table 10

CUMULATIVE PERCENTAGE INCOME DISTRIBUTION OF FULL-TIME DEPENDENT UNDERGRADUATES
FISCAL YEAR 1982

	$0-6,000	$6,001-12,000	$12,001-18,000	$18,001-24,000	$24,001-30,000	$30,001-36,000	$36,001-42,000	$42,001-50,000	Over $50,000
Community Colleges									
Allegany	13.9%	23.8%	37.4%	56.7%	80.2%	94.2%	98.7%	98.7%	100.0%
Anne Arundel	10.6	18.4	29.6	39.2	55.8	72.3	88.0	97.3	100.0
Catonsville	13.4	24.8	36.9	51.5	67.9	85.1	94.3	99.2	100.0
Charles	4.9	8.1	24.4	36.2	58.5	81.8	93.1	100.0	100.0
Chesapeake	7.1	22.5	37.8	62.0	76.9	86.3	95.5	95.5	100.0
Comm. College of Baltimore	48.1	71.3	84.7	92.7	97.8	99.2	99.9	100.0	100.0
Dundalk	25.5	33.4	50.8	63.7	85.9	95.4	100.0	100.0	100.0
Essex	13.4	24.0	24.4	48.7	72.8	85.6	93.1	99.3	100.0
Frederick	9.7	14.7	23.0	41.7	53.9	81.7	90.0	92.0	100.0
Garrett	19.0	32.7	44.1	68.8	87.8	93.9	93.9	100.0	100.0
Hagerstown	4.8	15.9	24.8	42.3	72.4	90.2	96.5	100.0	100.0
Montgomery	6.3	13.6	24.4	36.7	50.5	62.7	79.0	89.9	100.0
Prince George's	8.6	16.3	30.7	48.3	63.5	79.3	92.6	98.3	100.0
Subtotal, Community Colleges	15.7%	26.5%	39.0%	52.5%	68.1%	81.2%	91.2%	96.8%	100.0%
Board of Trustees of the State Universities and Colleges									
Bowie State College	10.9%	26.5%	39.6%	50.2%	64.0%	81.2%	88.2%	94.1%	100.0%
Coppin State College	40.9	62.1	78.7	89.2	97.0	99.0	99.8	99.8	100.0
Frostburg State College	4.9	12.0	22.3	38.3	54.7	70.1	83.7	94.1	100.0
Salisbury State College	6.1	15.3	28.1	43.1	63.8	75.4	86.4	96.0	100.0
Towson State College	5.4	12.0	21.1	37.7	59.3	76.1	87.7	94.2	100.0
University of Baltimore	15.0	31.0	37.6	45.3	74.9	90.7	94.0	97.1	100.0
Subtotal, BTSUC	9.3%	18.6%	29.1%	44.1%	63.6%	78.1%	88.3%	95.1%	100.0%
Morgan State University	24.5%	43.2%	59.9%	69.6%	78.4%	85.0%	93.8%	98.2%	100.0%
St. Mary's College	1.5%	3.7%	8.5%	18.6%	34.7%	53.1%	75.7%	89.9%	100.0%
University of Maryland									
Baltimore City	4.1%	11.7%	20.1%	32.3%	49.0%	64.3%	79.8%	92.9%	100.0%
Baltimore County	6.9	14.3	25.1	38.2	54.5	70.5	84.1	95.2	100.0
College Park	3.5	10.0	20.5	32.6	47.7	63.9	78.9	91.2	100.0
Eastern Shore	16.7	37.7	57.2	69.2	79.2	87.1	91.0	95.8	100.0
Subtotal Univ. of Maryland	4.4%	11.6%	22.2%	34.5%	49.7%	65.7%	80.1%	92.1%	100.0%
Subtotal Four Year	7.2%	15.5%	26.3%	39.4%	56.0%	71.0%	83.8%	93.5%	100.0%
TOTAL	10.2%	19.4%	30.8%	44.1%	60.3%	74.6%	86.4%	94.7%	100.0%

SOURCE: College Scholarship Service Tape

Table 11

PROPORTION OF STUDENTS RECEIVING
BASIC EDUCATIONAL OPPORTUNITY GRANTS
(PELL GRANTS)
FISCAL YEAR 1982

College	Total Credit Enrollment Fall 1981	Total No. of BEOG Grants	Percent of Students Receiving BEOG Grants	Total Amount of BEOG Grants	Average Size of Grant
Systemwide	96,558	15,349	16%	$ 11,409,980	$677
Allegany	1,996	702	35	1,518,310	738
Anne Arundel	8,280	602	7	368,643	612
Baltimore	8,336	4,838	58	3,334,838	689
Catonsville	11,545	1,557	14	1,055,955	678
Cecil	1,360	197	15	115,236	584
Charles	4,003	222	6	145,314	654
Chesapeake	1,729	164	10	102,329	623
Dundalk	2,320	364	16	218,318	599
Essex	9,488	1,261	13	1,015,685	805
Frederick	2,716	218	8	135,304	620
Garrett	647	160	25	110,451	690
Hagerstown	2,361	348	15	192,519	553
Harford	4,433	493	11	305,339	619
Howard	3,330	247	7	143,225	579
Montgomery	18,711	1,921	10	1,342,535	698
Prince George's	14,657	1,900	13	1,215,405	639
Wor-Wic Tech	646	155	24	90,574	584

SOURCE: SBHE S-5.

Table 12

NET OPERATING COST PER FULL-TIME EQUIVALENT STUDENT
FISCAL YEARS 1979 - 1983

College	FY 1979 (Actual)	FY 1980 (Actual)	FY 1981 (Actual)	FY 1982 (Actual)	FY 1983 (Budget)	Average Annual Rate of Percent Change FY 1979 - 1982 (Actual)
Systemwide	$2,103	$2,195	$2,353	$2,452	$2,613	5%
Allegany	1,862	2,062	2,157	2,313	2,493	7
Anne Arundel	2,092	2,052	2,252	2,422	2,574	5
Baltimore	1,817	1,888	2,020	2,130	1,920	5
Catonsville	2,041	2,122	2,324	2,361	2,540	5
Cecil	2,221	2,468	2,844	3,205	3,234	13
Charles	1,714	1,857	2,124	2,084	2,950	7
Chesapeake	2,620	2,829	2,678	2,580	3,157	-
Dundalk	2,267	2,451	2,761	2,726	3,131	6
Essex	2,006	2,087	2,363	2,394	2,601	6
Frederick	2,197	2,456	2,312	2,299	2,405	2
Garrett	2,949	2,760	2,937	3,193	3,290	3
Hagerstown	2,008	2,012	2,136	2,271	2,377	4
Harford	2,103	2,247	2,305	2,430	2,597	5
Howard	2,184	2,236	2,309	2,658	2,645	7
Montgomery	2,613	2,671	2,815	2,959	3,087	6
Prince George's	1,831	1,973	2,087	2,147	2,331	4
Wor-Wic Tech	2,163	1,961	2,264	2,450	2,601	4
Consumer Price Index	206.7	232.7	259.6	281.5	293.7	10.8

SOURCE: SBCC-CC-4 and SBCC-CC-5.

Table 13

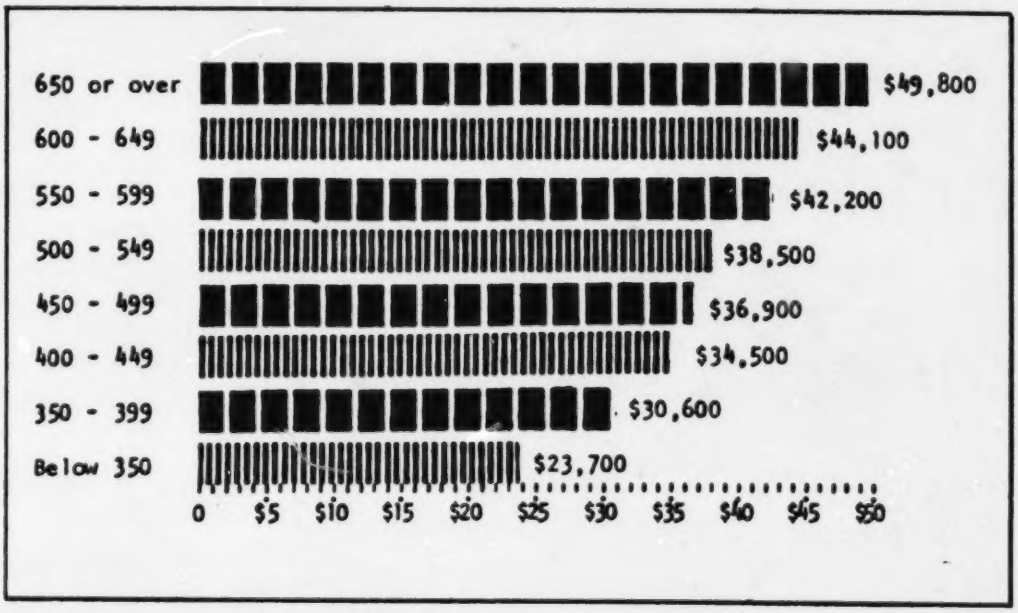
SUMMARY OF GENERAL FUND REVENUE -- LOCAL AID
FISCAL YEARS 1979 - 1982

College	FY 1979	FY 1980	FY 1981	FY 1982	Average Annual Rate of Change FY 1979 - 1982
Systemwide	$ 37,679,248	$ 43,057,103	$ 48,472,455	$ 51,089,582	11%
Allegany	774,900	1,000,000	1,192,290	1,316,000	19
Anne Arundel	2,706,660	3,447,380	4,151,940	4,370,220	17
Baltimore	4,089,981	4,265,957	4,345,285	4,281,262	2
Catonsville	4,045,863	4,440,064	5,362,169	6,061,783	14
Cecil	450,000	550,000	640,000	753,635	19
Charles	1,060,665	1,155,531	1,599,771	1,100,725	1
Chesapeake	714,831	807,852	834,096	896,082	8
Dundalk	2,161,357	2,427,023	2,789,482	3,015,487	12
Essex	3,420,413	3,923,953	4,742,557	5,110,505	14
Frederick	896,817	1,083,504	1,145,252	902,234	-
Garrett	498,612	551,218	601,915	601,915	6
Hagerstown	985,000	1,034,000	1,137,400	1,154,461	5
Harford	1,690,000	2,025,000	2,299,527	2,400,000	12
Howard	1,290,000	1,456,079	1,627,875	1,835,599	12
Montgomery	8,840,618	10,555,240	11,160,048	12,000,000	11
Prince George's	3,875,000	4,114,000	4,587,852	5,024,852	9
Wor-Wic Tech	178,531	220,302	254,996	264,822	14

SOURCE: SBCC-CC-4 except for Baltimore where financial statements were used.

Figure 1

MARYLAND COLLEGE-BOUND SENIORS
SAT SCORES BY MEAN INCOME
1981



NOTE: Sample size - 31,159 individuals tested.

SOURCE: College Entrance Examination Board
Summary Reports for Fall 1981

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

DEC 2 1983